

- ◆ What does it look like? What color is it? Is it shiny or dull? What shape is it? How many inches long is it? What is the circumference?
- ◆ How do you think it will taste? How does it taste? Does the skin taste different than the inside? Is it juicy or dry? Is it easy to chew or difficult?
- ◆ How does it feel to the touch? Is it firm or squishy in your fingers? Is it bumpy or smooth? How does it feel when you bite into it?
- ◆ What does it smell like? Is it a strong smell or mild smell?
- ◆ What does it sound like when you bite into it? What does it sound like when you chew it?
- The second plum is dried. If the weather is conducive, place the plum outside in the sun to dry. Have the child predict how long he thinks it will take to dry the plum. Keep a chart to record how long it takes to dry the plum and the difference in appearance each day.

	Day 1	Day 2	Day 3	Day 4	Day 5
Dried plum					

- ◆ If the weather isn't sunny, plums can also be dried in the oven. Slice them in half, remove the pit, and bake them at 250 degrees for at least three hours. Drying time will vary depending on the plum size.
- ◆ You may also buy a prune at the store to use for comparison.
- Once the plum is dry, have the child use his five senses to describe the prune.
 - ◆ What does it look like? What color is it? Is it shiny or dull? What shape is it? How many inches long is it? What is the circumference?
 - ◆ How do you think it will taste? How does it taste? Does the skin taste different than the inside? Is it juicy or dry? Is it easy to chew or difficult?
 - ◆ How does it feel to the touch? Is it firm or squishy in your fingers? Is it bumpy or smooth? How does it feel when you bite into it?
 - ◆ What does it smell like? Is it a strong smell or mild smell?
 - ◆ What does it sound like when you bite into it? What does it sound like when you chew it?
- ❖ A variable is something that changes. In math, a variable refers to a letter or symbol that may take on different values. It's a symbol for a number we don't know yet, and it is usually a letter.
 - Have the child look at worksheet 3, part A. Read the first problem: "Eight plus blank/something equals thirteen." Have the child draw a picture to show the addition equation. Say, "Instead of putting a blank, we can use a variable to represent the number we are looking for. Let's use a . The problem would say, $8 + a = 13$."
 - Ask, "What does a equal?" ($a = 5$)
 - Have the child draw a picture and solve problem 2. ($b = 4$)
 - Have the child write problems 3-5 using a variable. He may use any letter as the variable. Solve the equations.

Answers:

3. $6 + y = 15$

$y = 9$

4. $5 + x = 11$

$x = 6$

5. $4 + z = 12$

$z = 8$

- ❖ Worksheet 3, part B: Have the child find the perimeter of the shapes. Measure in inches. A half-inch can be written using a decimal instead of a fraction. Just like .50 is fifty cents or half of one dollar, .5 can represent half of one inch. This may make it easier to add. Write an equation to show his work. Label his answer.